

**California Children & Families Commission**  
**ADVISORY COMMITTEE ON DIVERSITY**  
**Planning Retreat – Day 1**

**SUMMARY OF DISCUSSIONS—DAY ONE**

Los Angeles Athletic Club  
April 30, 2001

**Advisory Committee Members**

Sandra Gutierrez – Co-Chair  
Louis Vismara – Co-Chair  
Guadalupe M. Alonzo  
Brenda Blasingame  
Portia S. Choi  
Carlene Davis  
Rafaela Frausto  
Reinaldo Galindo  
Javier Guzman  
Whitcomb Hayslip  
Reverend Romie Lilly  
Rafael Lopez  
Edna Marquez  
Irene I. Martinez  
Donna Michelson  
Patricia Phipps  
Diane Visencio  
Kate Warren  
Alan Watahara  
Martin Waukazoo  
Maysee Yang  
M. Lynn Yonekura

**CCFC Staff**

Jane Henderson  
Barbara Marquez  
Roberta Peck  
Luis Sepulveda  
Carmen Padilla  
Oshi Ruelas

**Others**

Rob Reiner, Chair  
Martha Arevalo  
Pamm Shaw

**Facilitator**

Cecilia Sandoval

**WHAT IS OUR BUSINESS?**

Jane Henderson reviewed the Commission documents that outline the purpose of the Diversity Committee and explained that the issue of diversity is critical to Prop 10 when one considers that 2/3 of all children under 5 years of age in California are non-White. She stated that the Committee's primary audience is the State Commission, then the county commissions and other policy makers.

The Committee Co-Chairs spoke about the role of the Committee, the expertise Committee members bring to this work, and the differences of opinion among the members, given their advocacy backgrounds.

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## WHAT WILL GUIDE OUR WORK TOGETHER?

Committee members divided into three small workgroups to develop recommendations for a shared vision statement and beliefs/values. Members were challenged to find common ground. Using a draft glossary of terms provided, they were asked to identify the concepts that require further discussion to find definitions everyone can accept. The following is a summary of the small group reports.

### **Elements to Develop a Shared Vision for the Committee and its Work**

Proposal A: "The vision of the Advisory Committee on Diversity is to provide policy recommendations, expectations and direction to the State Commission that impact the quality of life of California's children and their families from diverse ethnic, linguistic, cultural, economic, and special needs/disabilities communities, so they can triumph when entering schools." (include "faith"?)

Proposal B: "The Committee's role is to assist the State Commission in developing policies, procedures and operations that ensure that all children should have equal access for the necessary services to enable them to thrive."

Proposal C: The context should be all children in California and success as valued and contributing members of society. Create an equal playing field that values all children and address needs of specific groups (disabilities, ethnicity, economics)

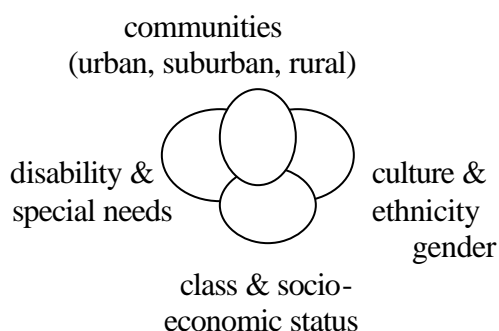
### **Beliefs and Values That Should Guide Our Work**

- Treat everyone with respect and honesty
- Have cultural competence in service delivery
- Unity
- Equity
- Tolerance
- Hope
- "Expertise" exists in community
- Responsibility
- Integrity
- A sense of "youth in helping guide our work"
- Leverage resources, funds and expertise, and make choices based on possible impact
- Hold institutions (traditional and non-traditional) accountable. Who is effective to invest Prop 10 resources
- Recommendations should value families and communities (an asset-based approach that looks at strengths and resiliency)
- Make sure Committee considers myths and perceptions versus true values (e.g. "family driven" without an equal playing field)

**Critical Terms to be Further Defined by the Committee**

- ❑ Family (include non-traditional)
- ❑ Diversity (clarify inclusion versus full inclusion, define "culture", include children with disabilities/special needs and their families)
- ❑ Cultural Competence
- ❑ Professional Competence
- ❑ Advocacy
- ❑ Tolerance (negative or positive term?)

One group suggested that we find common issues by examining:



**There was general consensus to maintain the name: *Committee on Diversity* (with an understanding that the term is broadly defined and includes special needs/disabilities).**

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Lunch Dialogue with Commission Chair, Rob Reiner

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**FOCUS ON THE "BIG PICTURE"**

Jane Henderson reviewed the Commission's *School Readiness* Initiative and related efforts. Members then divided into three discussions groups to examine the implications of the initiative for the Committee's work, to identify challenges and opportunities, and to identify the most critical issues the Committee must address. The following results were reported.

**Key "givens" that will impact the Committee's work** (to influence but not control)

- The School Readiness Initiative is ready to begin development now that policymakers have agreed to the "idea" as described in the School Readiness Discussion Paper.
  - State CCFC funds are committed to School Readiness
  - a targeted population is identified for the initial implementation
  - State-County partnership is being formed
  - school-linked model
  - 5 elements are identified based on current research, but strategies and evaluation need to be developed
- A School Readiness component is in the Master Plan but without implementation dollars
- Timelines have been set.

- Diversity Tenets will be embraced both in concept and in the implementation of the School Readiness Initiative and the Master Plan for Education/School Readiness Work Group.

**Critical issues for the Committee related to "School Readiness" (not listed in priority order)**

1. Meaningful accountability for the system of providers on how schools are ready
2. Can and when will the K-12 system shift to meet needs of all/individual children?
3. Parental expectations of their children (values)
4. How communities link to and influence schools; put community first
5. Community-school partnerships
6. Substance abuse and criminal justice system in terms of school readiness
7. Definition for "success" and "school readiness" –to operationalize it for individual children
8. Identify components of RFP
9. Accept committee as equal partner with Commission in relation to issues of diversity (take us seriously)
10. Development of implementation guidelines – use expertise of this group
11. Analysis and communication of data re: geographical representation (information is power)
12. Synchronize meetings/timelines to best affect decisions
13. To ensure that the commission, local commissions, master plan workgroup and diversity committee work conscientiously and collaboratively to ensure the diversity tenet "given" (above)
14. To create benchmarks to measure the implementation of the Diversity Tenets through the elements of the evaluation tools and the methodology of the evaluation plan
15. Make sure stakeholders (parents, families) have input into the design of the initiative and throughout implementation including evaluation
16. The definition of "stakeholder" must include and be reflective of the community (empower emerging leaders)
17. Access must be defined on a way that meets the needs of the community, not needs of programs administering services
18. Acknowledge that children with disabilities have statutory protections under Federal and State law, and a plan/program is already in place for them, although a "base program" does not yet exist in California

**Other Major Issues**

- ❑ Timelines and opportunities for Committee input
- ❑ Role of Committee Members on Master Plan Workgroup and S.R. Advisory Committee
- ❑ Contact with the Commission
- ❑ Process to incorporate Committee work into the Commission's deliberations
- ❑ Clarify who is driving what (State-local) and address uncertainties

**COMMON THEMES IDENTIFIED FROM THE AFTERNOON DISCUSSION**

- Concerns about the timelines in place
- Put community first, not schools
- Concern about whether the Committee will influence Commission work
- The challenge of working at multiple levels – coordination and timing issues, political questions
- Need consensus on the "Givens" (flesh them out)
- Parents and communities' mistrust of government

- Accountability, evaluation and development of indicators
- Move to requirements – strategies to get parent input at local level
- Uncertainty regarding how to accomplish this work
- Bring together Commission, Committee and workgroups → partnerships

(The issue of test scores was not brought up during discussion but a member asked that it be included)

### Challenges

- establishment of indicators
- overcoming parental distrust
- connect and enhance systems, not supplant
- expanded delivery centers
- identify who is the "community"
- research & evaluation being culturally responsive
- socio-political issues to apply pressure
- timing of our work
- Commission acceptance of terminology/definitions
- level of accountability
- ability to change "business as usual"
- generating public trust
- equity in funding to diverse communities
- consistent messages to change behavior/systems
- technical assistance for implementation at local level
- To ensure that the Commission, local commissions, Master Plan Workgroup and Diversity Committee work conscientiously and collaboratively to ensure the Diversity Tenet "given" (above)
- How to get "buy-in" of local commissions
- How to address issue of communities without capacity or resources

### Opportunities

- establishing Indicators
- infuse community values
- address diversity issues
- be responsive and evolve
- community decision-making to occur
- culturally responsive and support for parents
- school/community linked
- ability to change "business as usual"
- equity of funding to diverse communities
- generating public trust
- consistent message to change behavior/systems
- technical assistance for implementation
- To create benchmarks to measure the implementation of the Diversity Tenets through the elements and methodology of the evaluation tool
- Committee members also represented on the SR Initiative and Master Plan workgroups
- Identify components of RFP

### Acceptance of the following as "Givens":

1. Infusion of diversity throughout document starting with overarching purpose (not to document already formulated)
2. Committee take active leadership on practical implementation strategies
3. Commission require contractual obligation between local and State commissions (accountability and community included)
4. Expect that Committee is involved in reviewing document prior to final approval (timing issue)

**California Children & Families Commission**  
**ADVISORY COMMITTEE ON DIVERSITY**  
**Planning Retreat – Day 2**

**SUMMARY OF DISCUSSIONS—DAY TWO**

Los Angeles Athletic Club  
May 1, 2001

**Advisory Committee Members**

Sandra Gutierrez – Co-Chair  
Louis Vismara – Co-Chair  
Guadalupe M. Alonzo  
Brenda Blasingame  
Portia S. Choi  
Carlene Davis  
Rafaela Frausto  
Reinaldo Galindo  
Javier Guzman  
Whitcomb Hayslip  
Reverend Romie Lilly  
Edna Marquez  
Irene I. Martinez  
Donna Michelson  
Patricia Phipps  
Diane Visencio  
Kate Warren  
Alan Watahara  
Martin Waukazoo  
Maysee Yang  
M. Lynn Yonekura

**CCFC Staff**

Jane Henderson  
Barbara Marquez  
Roberta Peck  
Luis Sepulveda  
Carmen Padilla  
Oshi Ruelas  
Don Taylor

**Others**

Ann Carr  
Martha Arevalo  
Pamm Shaw

**Facilitator**

Cecilia Sandoval

Committee members agreed with the suggestion to move more quickly to the practical task of defining a scope of work for the Committee. It was agreed to move the scheduled discussion on the *Diversity Tenets* to a later portion of the agenda.

**OPPORTUNITIES TO ASSIST COMMISSION EFFORTS**

Jane Henderson provided a brief overview of the agreements and "givens" already in place (e.g. "school readiness" is a funding priority for the Commission) and stressed that CCFC is just beginning the design of the School Readiness Initiative. A clear distinction was made between "school readiness" as the Commission's initiative in partnership with the Governor vs. the State Master Plan which was initiated by the legislature. Jane also emphasized that the Commission is trying to move into a more proactive position. The importance of addressing diversity in California and nationally is an important role for the Committee and the Commission.

The Co-Chairs explained some agenda items the State Commission is considering and the political realities --and timing issues-- that may impact the work of this Committee. The Committee is bound by the Bagley-Keene Open Meeting Act, which is more restrictive than the Brown Act. This makes a joint meeting with the Commission more difficult. But Jane spoke about ways in which communication might be strengthened between the Commission and the Committee, and opportunities for Committee action by December.

Possible opportunities to influence decisions:

- ❑ Help prepare systems for a diverse California
- ❑ Impact the school readiness concept paper  
(re. criteria, evaluation, research, media outreach, parent involvement)
- ❑ Help the Commission act on the State Master Plan (to the legislature)
- ❑ Consider potential for national leadership in this field
- ❑ Figure out how to impact legislative timing
- ❑ Design TA plan and identify resources
- ❑ Strengthen communication

Staff will develop a flow chart to explain and strengthen communication among the various players and at multiple levels on School Readiness. The "Opportunities for Program and Policy Roles for the Advisory Committee on Diversity" flow chart was reviewed to demonstrate the number of opportunities the Committee still has to influence Commission decisions on School Readiness. CCFC is preparing to move from the "School Readiness Discussion Paper" with Governor/policymakers to the development of a "Concept Paper", an Implementation Plan to the development of the application process.

### **WHAT RESULTS ARE WE SEEKING?**

Committee members spent the greater part of the morning in three small workgroups developing the Committee's "scope of work": what it should accomplish by December 2001. They were asked to respond to the following questions:

1. What do we want to achieve in relation to the Commission's activities?
2. How does that translate into "products" or deliverables (at the policy and operational levels)?
3. What "benchmarks" should we consider?

In reporting back the results of their discussions, there was surprising agreement across the groups on the list of work items the Committee should address. (See summary of individual reports.) They were collapsed into the following major themes or categories to develop a scope of work:

- ? Complete the Committee infrastructure/organizing work (17 votes)
  - an operational plan, communications flow chart, vision and principles statements, a glossary (building on the draft available), complete the *Diversity Tenets*, strengthen staff-member communication etc.
- ? Complete/Adopt a revised Diversity Tenets document (9 votes)
  - (two groups thought this should be a separate agenda item to emphasize its importance because the Tenets and vision are linked)

- ? Focus on School Readiness (14 votes)
  - prepare elements for the concept paper, develop guidelines for implementation, develop 'response' paper, etc.
- ? Commission's Media Campaign (8 votes)
  - proactive work with contractor to identify core messages etc., support Assn. workgroup or develop subgroup to serve as resource to staff
- ? Technical Assistance (6 votes)
  - prepare resource kit/toolbox on diversity for local commissions, identify and outreach to stakeholder networks for Prop 10, support Assn. TA to local commissions
- ? Research (4 votes)
  - prepare recommendations on what should be collected, identify gaps, suggest models and community-based best practices and innovative models (and build into Tenets)
- ? Commission's Funding Priorities (1 vote)
  - suggest criteria and recommend projects to consider
- ? Master Plan (0 votes)
  - make formal time on Committee agenda to get updates, assign representative of the Committee
- ? Statewide Conference (0 votes)
  - influence inclusion of diversity issues, help plan panels and workshops
- ? Capacity Building and Professional Development (0 votes)
  - focus on issue of diversity among providers
- ? Develop a Disabilities/Special Needs Strategic Plan (0 votes)
- ? Work with Commission' to Revise CCFC Guidelines (0 votes)

After lunch, Committee members were asked to select three or four areas on which the Committee should focus immediately (votes listed above). The results (listed in priority order) on which everyone agreed were:

- 1. Complete the Committee infrastructure/organizing work**
- 2. Focus on School Readiness**
- 3. Complete/Adopt a revised Diversity Tenets document**
- 4. Focus on the Commission's Media Campaign**

It was agreed that item #3 should be incorporated into item #1 with the understanding that the first task will be to complete the Diversity Tenets.

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## THE DIVERSITY TENETS

Committee members agreed that the tenets are integral to the work of this Committee but are also a product that should be widely disseminated. There was consensus that a document should be adopted as soon as possible, subject to revisions later in the process.

It was agreed that staff should convene the workgroup via conference call as soon as possible to give direction to staff. To the workgroup, the members agreed on the following:

- the "Diversity Tenets" is a critical internal document that will guide the work of this Committee and serve as a foundation



- ❑ externally, the principal audience for this document is the State Commission and, secondarily, local county commissions
- ❑ it is intended to guide the work of the Commission and be a consideration in all decisions
- ❑ the Committee should adopt a document as soon as possible and have the Commission adopt it
- ❑ since the Tenets are our guiding principles regarding diversity, we should not have a separate document listing "guiding principles" for the Committee; incorporate the "beliefs" identified on the first day of this retreat into the tenets

At the request of staff, Individual Committee members provided feedback on the current document:

- ❑ the term "tenets" should be reconsidered in favor of a more universal term (e.g. "principles" "values")
- ❑ they should apply to all children
- ❑ stay away from using 'one liners'
- ❑ one-liners may serve the purpose but can trivialize the concept, being too "flip"
- ❑ name the tenet then state what our intention is –that should be enough (like pg.9)
- ❑ don't number them since that implies priority
- ❑ take care not to jump to the operational level (e.g. strategies and resources)
- ❑ stay focused on the State intention (who will be the final user)
- ❑ reconsider the format and make it a brief, user-friendly resource/reference piece
- ❑ review Ann Carr's work with regard to content and format

**Members volunteered to work with staff to revise the current document, incorporating the suggestions made at this meeting. A revised document should be electronically mailed to all Committee members for feedback prior to the next Committee meeting at which time a revised document should be considered for approval.**

(Workgroup members: Rafael, Irene, Pat, Diane, Portia, Donna and Lou)

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## **SUPPORT FOR THE DIRECTION SET**

Dr. Henderson and the Co-Chairs spoke to the resources available to the Diversity Committee. Up to \$25,000 is available to the Committee to develop a budget, but the Committee can make additional requests for specific workplan items, if necessary. Some resources are available to access data.

Members made the following suggestions to staff and the Co-Chairs:

- ❑ When developing a communication "flow chart" and communication plan, consider
  - access to Association and Commission minutes, draft documents etc.
  - send written materials to the Committee with enough time to review them prior to a meeting
  - how to give feedback without impeding the process
  - create opportunities for feedback and dialogue
  - post summaries/minutes on the CCFC website
- ❑ Create more interactive Committee agendas
- ❑ Consider establishing a "listserve"
- ❑ Avoid falling back, keep moving forward
 

(this requires personal responsibility from Committee members so that they come to meetings prepared to discuss the issues, and provide constructive criticism, etc.)

Committee members generally agreed on the following options to better organize their work:

- ❑ Strengthen communication to avoid conflicting recommendations from Committee members who should speak to a group position, not as an individual advocate
- ❑ Develop a more specific 'role/responsibility' statement for Committee representatives to other groups
- ❑ The following suggestions were made to divide up the work:
  - Diversity Tenets Workgroup (listed above)
  - Suggest joining the existing CCFC School Readiness Planning Group to avoid duplication  
(since Brenda, Donna, and Rafael must represent their local commissions)  
Members interested: Sandra, Javier, Edna, Whit, Rafaela, Lynn, Lupe, Carlene, and Irene (Martin was volunteered)
  - Appoint/confirm representatives to the Master Plan and Conference Planning groups
  - Appoint Alan and Portia as liaisons to the Association Media Workgroup, but the Committee was also reminded that it must also provide recommendations to the Commission.

The Co-Chairs agreed to confer with staff and bring recommendations about the Committee's workplan, and operational structure to the next Committee meeting.

<p style="text-align: center;"><b>California Children &amp; Families Commission</b> <b>ADVISORY COMMITTEE ON DIVERSITY</b> <b>Planning Retreat</b></p>
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**SUMMARY OF AGREEMENTS**

April 30-May 1, 2001

- ❑ Combine the proposed vision elements into a shared Vision Statement for the Committee
- ❑ Further define the following critical terms (and finalize a glossary the Committee will use)
  - Family (include non-traditional) – extended families
  - Diversity (clarify inclusion versus full inclusion, define "culture", include children with disabilities/special needs and their families)
  - Cultural Competence
  - Professional Competence
  - Advocacy
  - Tolerance (a negative or positive term?)
- ❑ Keep the name: *Committee on Diversity* (with the understanding that the term is broadly defined and includes special needs/disabilities)
- ❑ Review the critical issues related to the "School Readiness" Initiative
- ❑ Staff will develop a communication "flow chart" and plan
- ❑ Priority Areas to be incorporated into a Committee workplan:
  1. Complete the Committee infrastructure/organizing work, beginning with the Diversity Tenets as the first document to be adopted
  2. Focus on School Readiness
  3. Focus on the Commission's Media Campaign

Second level priorities for the Committee workplan

- ? Technical Assistance (6 votes)
- ? Research (4 votes)
- ? Commission's Funding Priorities (1 vote)
- ? Master Plan (0 votes)
- ? Statewide Conference (0 votes)
- ? Capacity Building and Professional Development (0 votes)
- ? Develop a Disabilities/Special Needs Strategic Plan (0 votes)
- ? Work with Commission' to Revise CCFC Guidelines (0 votes)

- ❑ The Diversity Tenets workgroup should be convened via conference call as soon as possible to give direction to staff, incorporating the suggestions made at the retreat. A revised document should be electronically mailed to all Committee members for feedback prior to the next Committee meeting at which time a revised document should be considered for approval.
- ❑ The Co-Chairs will consider the suggestions made during the retreat, confer with staff, and bring recommendations about the Committee's workplan and operational structure to the next meeting.

### SMALL GROUP NOTES ON PROPOSED WORKPLAN OPTIONS

GROUP	THE WHAT (goal/result)	LEVEL	DELIVERBLES	BENCHMARKS
A	Vision statement	Policy	draft statement based on A + B + C	next meeting (need calendar)
	terms (glossary)	p	draft document & adopt it	next meeting (e-mail prior to)
	Tenets for Diversity	P	draft document and adopt	next meeting (e-mail prior to)
	School Readiness Initiative recommendations	Policy and Operation	-Diversity principles infused in concept paper -Guidelines -Implementation strategies, recommendations (evaluation, TA, outreach, media, family/parent involvement)	-worksheets to develop ideas (by e-mail) -one-day intensive planning (summer) -Workgroup
	Master Plan feedback	P	-Committee representation -Shared minutes -Workgroup materials	-updates at our committee meetings -recommendations
	Statewide Conference	O	-feedback to planning committee reps -ideas for sessions and speakers	-updates at our committee meetings -recommendations
	Media and PR	P & O	-liaisons w/media and Assn. subcommittee -ideas on outreach to partners (e.g. business) -ethnic outreach	-appoint today -next meeting -urgent for May CCFC
	Committee and working process w/county commissions Assn.	O	-TA to counties (how)  -Communication plan and meeting schedule	-disseminate vision, terms, tenets to counties -TA plan -Statewide Conference -summer
	Strategic planning for disabilities and special needs	P	-Planning, work w/WestEd and other partners -Plan w/recommendations	-Fall (9/30) and ongoing -June 2002
	CCFC funding priorities	P	- recommendations re criteria, work/issue areas, TA/professional development (how and what)	June CCFC meeting
	Revise guidelines to county commissions	P	revised guidelines document re. diversity & disabilities (how to)	March 2002

GROUP	THE WHAT (goal/result)	LEVEL	DELIVERBLES	BENCHMARKS
B	A clearly articulated shared vision	P1	The Diversity Tenets	
	Committee operating rules	P2	-policies and procedures -work agreements] -understanding what the Committee members need and how they want to receive the info.	
	School readiness	P2	-A set of recommendations to the State Commission related to the issues of access and diversity -A set of recommendations on the evaluation and RFA content	
	Research	P3	-A set of recommendations on what the research should include, identify and look for - Continue to identify gaps in research	
	Input on media strategies	P4	-A set of core messages -A set of recommendations -A workgroups	
C	Complete Diversity Tenets so that State adopts them (staff develop an operational plan for language)		D-Tenets document, operational plan ratified by Diversity Committee B-adoption of tenets by State Commission	Adopt Tenets by June meeting Draft operational plan for adoption at Aug meeting
	Shared vision statement – definition of terms for internal Committee use		D- vision statement document B- adoption by committee	June meeting
	Definition of school readiness and success in the context of diversity (local community)		D-workgroups to develop response paper to discussion paper B-delivery of response paper to staff	now
	Feedback on school readiness discussion paper		(same as above)	
	Community participation research models that are based on diverse communities; innovative, promising practices		D-build into tenets and in operational plan (#1 above)	

<b>GROUP</b>	<b>THE WHAT (goal/result)</b>	<b>LEVEL</b>	<b>DELIVERBLES</b>	<b>BENCHMARKS</b>
C	Feedback on the development of the Master Plan		D-formal response to Committee from participants B- formal feedback	June meeting
	Recommendations/feedback on the public educ. activities of the Commission; focus on community level work		D-establish Committee media ad hoc group to work on an ongoing basis with staff B- identify task force use of group by staff	ongoing, as needed
	Create 'toolkit' for local commissions on diversity issues/TA resources		D-development of a kit/toolbox (subcommittee to work with staff on planning and development) B-adoption by Committee and distribution	develop kit by Dec Distribute by March 2002
	Identify key stakeholders. networks that already exist in the community, that need to be engaged in the work of Prop 10; do outreach		D-develop list and outreach plan to connect to and bring into Prop 10	
	Capacity building/professional development of providers of services to children 0-5 in local communities			